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Novice Teachers: The Process of “Anchoring” in the Teaching Profession

ABSTRACT: The process of novice teacher’s transition/integration is rarely the subject of consideration and research in the education field in general and teacher training in particular. The dominant, functionalist manner of thinking about the professional role focuses mainly on problems associated with the teacher’s adaptation to the workplace and is usually limited to a statistical diagnosis (more or less successful) of how the “newcomer” conformed to existing, externally adopted standards. Such analyses, however, ignore various contexts that are extremely important from the point of view of becoming a teacher, i.e., contexts formed at the intersections of interactions between individual and individual, individual and professional group, and individual and institutional culture.

This paper will present preliminary results of research devoted to the process of becoming a teacher in the period of transition/integration of teachers (novices) into their professional group, based on concepts that are “alien” to traditional research in teacher training: symbolic interactionism and migration theories.

KEYWORDS: the process of becoming a teacher, anchoring in the teaching profession, teacher beginning a career.

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Conducting qualitative research is an interesting process in which, Denzin and Lincoln (2009) observe, “the researcher attempts to attribute meaning, interpret the world and its phenomena, by means of terms used by the research subjects” (p. 23). Qualitative research is also unique because at each stage of exploration the researcher may make unexpected observations and peculiar discoveries that require interpretation and force one to undertake further activities and work on projects not planned beforehand.

While analyzing empirical data that allowed me to describe teachers’ professional career patterns (Kędzierska, 2012), I noticed that it was not possible to understand the process of becoming a teacher without first examining a teaching novice’s transition from the former spheres of life—university, work or unemployment—to the sphere of school life, in which one constructs one’s professional identity.

It is not easy to examine the novice teacher’s transition/integration process. Research in teacher training lacks theories that would allow a researcher to grasp the dynamics of such a process. The dominant, functionalist manner of thinking about the professional role focuses mainly on problems associated with the teacher’s adaptation to the workplace and is usually limited to a statistical diagnosis (more or less successful) concerning the way the “newcomer” conformed to the existing, externally adopted standards (Jodłowska, 1991; Mydlak, 1993; Walczak, 2012).

Difficulties relating to the analysis of the transition process into the school environment are aggravated by the current educational and employment possibilities for teachers. Easier access to university-level education has resulted in a variety (even greater than before) of opportunities for individuals of various professional capital, ages, and professional, educational and life experiences to enter teaching. Not only young graduates of colleges and universities become teachers, but also individuals with professional experience in other branches of industry (Kędzierska, 2012), who bring distinct perspectives on understanding the school social matrix and distinct patterns of integration.

In such a complex, multidimensional and dynamically transforming world of teaching, new theoretical and research perspectives are needed to facilitate the analysis of the dynamics and mechanisms for constructing professional identities by teachers.

This paper presents preliminary results of research on the process of becoming a teacher in the transition/integration period of novices with their professional group, based on concepts that are “alien” to traditional research in teacher training—symbolic interactionism and migration theories.

THEORETICAL ASSUMPTIONS AND RESEARCH PROTOCOL

In Poland, issues associated with the entry of new teachers into the teaching profession have been for many years dominated by “promotion-in-rank thinking.” This approach focuses researchers’ attention predominantly on the cataloguing of difficulties teachers face at the beginning of their careers and on determining the role of the teacher internship coordinator in the professional development of new teachers. Analyses dominated by functionalist thinking present the adaptation process in terms of the novice teacher’s conforming to the externally established professional standards. Such an approach largely ignores the various contexts so important to understand the process of becoming a teacher, among them the context of school organizational culture and the shaping of professional identity—contexts formed at the intersections of interactions between individual and institution, and individual and professional group.

The issues associated with “becoming,” status transitions and acquisition of new self-identification are, as Kacperczyk (2007) argues, “constantly present in the analyses of researchers who work within the framework of symbolic interactionism and the Chicago School (Hughes, Becker, Strauss, Goffman, Park) [...] allowing one to understand how people become laborers, scientists, poets, doctors, deviants” (p. iv).

In symbolic interactionism, unlike in functionalist conceptions, “human societies are regarded as interactive entities that are created and shaped through interactions of their individual members” (Konecki, 2007, p. 10). These interactions are of symbolic nature, i.e., these are “all interactions in which partners ascertain meanings for their actions” (Hałas, 2007, p. 8). This notion of interaction as understood by the representatives of the Chicago School is not limited to the relationships between two individuals. Illustrating the complexity and multidimensionality of each interaction, Strauss (2013) employed the metaphor of a theatrical performance. A play is not performed only by its main actors. Their acting and presence on stage is influenced by others—visible and “invisible” theater workers, the audience, its expectations, being part of social groups, shared ideas and beliefs. Thus, interaction is “a series of transactions performed in densely populated contexts, depicted in a complex way” (Strauss, 2013, p. 55).

“People travelling through institutions, organizations or social worlds are shaped within them and ‘transformed’ by the already existing organizational structures, discourses, and ideologies experienced in everyday interactions with the co-participants in that culture they enter into” (Kacperczyk, 2007, p. i). Assuming a specific place (status) in a new group does not depend solely on the ideas and aspirations of

the individual entering an organization, but is also institutionally controlled. Groups covertly or overtly impose their expectations and organizational rules upon new members. The consequences of this imposition of an identity status upon a new organization member are manifold. They depend on many factors: whether the novice was prepared for it; whether the transition to the new status occurred gradually or suddenly; what interactive strategy was applied; whether the temporary status imposed by the group members was perceived by the individual as advantageous.

Complex interactions that a novice enters into in a new workplace initiate the process (which lasts the entire employment period) of constructing a professional identity, understood as action undertaken toward oneself and others, rather than a state or collection of human features.

Such an approach is rooted in the belief that a professional identity is of a processual and pragmatic nature. It is processual because identity undergoes constant transformations during the changing practical activities and in the context of social relationships—the development based on transformation is realized through consecutive turning points in a professional career. (Marciniak, 2010, p. 182)

It is pragmatic because any human being adopts a certain stand toward employment and associated problems; one enters into interactions with others and, what is extremely important makes oneself a subject of reflection concerning one's own professional activity.

Studying the process of the new worker entering a workplace, who adapts to the work requirements and organizational culture while being the object of various practices that introduce (initiate) a newcomer into work and a network of social relationships in the workplace (Konecki, 2007), necessitated the choice of a proper methodological approach. It was important that such an approach allow for the reconstruction of this process, including its complexity and dynamics. A methodology of grounded theory is adequate for the assumed theoretical concept of becoming within the framework of symbolic interactionism. Grounded theory is a qualitative research procedure. It was created by Glaser and Strauss (2009), who, while studying the process of dying under hospital conditions, designed new methodological strategies—a novelty indeed when one considers the period when the social sciences were dominated by the positivist paradigm. Glaser and Strauss created a research process scheme alternative to a typical model in the social sciences (moving from a hypothesis to its verification) and postulated that the process of data collection and theoretical analysis should be parallel. This means that the theory does not verify data obtained during a study, but emerges from data collected

during systematically conducted field research, from empirical data that refer directly to the observed element of social reality. Hypotheses, concepts and their features are constructed during empirical studies, and also modified and

verified during such studies. Thus, the construction of a theory is directly associated with the long-term research process itself. (Konecki, 2009, p. xii)

A dynamic development of grounded theory methodology resulted in the emergence of its many varieties, including its constructivist version represented by Charmaz (2009). A constructivist methodological approach “assumes a tough but constantly changing reality, acknowledges different local worlds and a multiplicity of reality, and examines how people influence local and farther, distant, larger worlds” (Konecki, 2009, p. xxii). This approach assumes that theories do not emerge on their own, but are constructed by the researcher. A researcher who works within the framework of the constructivist methodology of grounded theory does not aim at the precise depiction of the world, but at constructing an interpretative image of the studied world. Thus, the researcher attempts to discover the perspectives of social actors, their manner of defining situations in which they function. To this end, qualitative techniques are applied: free-form interviews, narrative interviews, observations, and analysis of existing material such as personal documentation, press publications and organization reports. In grounded theory, the research process is not linear. The gathering of data, coding, collection of further samples, preliminary interpretations and integration of notes intermingle and superimpose on one another. Categories/notions that emerge from the empirical material govern the research process and influence the researcher’s interpretations. Setting off on a journey through grounded theory, the researcher is “equipped with disciplinary perspectives, some tools and transient concepts” (Charmaz, 2009, p. 27). These concepts, termed sensitizing concepts by Blumer (2007), are the source of preliminary ideas that need to be considered; they sensitize the researcher to questions worth asking when entering a particular research field.

In this study, two concepts suggested research direction, and then facilitated the construction of a preliminary network of questions. These were the concepts of becoming (a teacher) and transition of a novice (from the world of work/education/unemployment to the world of school/ teachers).

The analyzed empirical material was collected from narrative interviews with teachers who were beginning their teaching careers as junior (trainee) teachers or contract teachers in state-owned primary and post-primary schools irrespective of age and previous work experience. The employment period in the teaching profession did not exceed three years, although two teachers had many years’ employment experience in other professions and began their work at schools in mid-adulthood. The analysis of the empirical material was consistent with the methodology of grounded theory (Charmaz, 2009).

At this stage, the results presented do not justify formulating theoretical generalizations. They do, however, justify the introduction of some improvements into the conceptual categories and suggest the direction of further steps in the project’s realization (selection of cases, contrasting cases, comparison of cases) to verify exist-

ing readings and interpretations and to create preliminary typologies of theoretical categories.

NOVICES: ENTERING THE ROLE OF TEACHER

The shaping of the teacher's professional identity in the workplace begins at the moment of entering a school and undertaking those tasks associated with basic teacher activity (teaching-learning process). Irrespective of previous professional experience, emerging in the role of a teacher is accompanied by very strong emotions. Although the time between the interview and the beginning of work was relatively short, some narrators had trouble recollecting the events of the first workday. Others could relate those events in detail; their utterances were dominated by descriptions of ineptitude, feeling lost and making definitional errors.

All the novices studied described the first week of work as *difficult to grasp* (CT:F:2).¹ The events of consecutive days, weeks and months since the beginning of work at school, reported in the narratives, document the process of becoming, in which two characteristic sub-processes can be identified. These lead to similar results, but differ substantially in the logics of their course.

The first process is that of referencing.

It refers to seeking models the emulating of which serves to facilitate the adequacy of perceiving oneself and the situation, as well as the effectiveness of action undertaken in the work context. The process begins when the individual notices the novelty of the place, situation and meaning in the work context and realizes that pre-existing interpretations are not adequate, i.e., when one makes definitional errors or applies narrowed interpretations. (Marciniak, 2010, p. 189)

Referencing is analogous to the situation of an immigrant entering the culture of a host country and the mistakes he makes when applying his homeland's rules to the new cultural context.

In the teaching profession, the process of referencing is particularly at risk of inadequate interpretations, as the analysis of the interviews demonstrates. New teachers entering this profession are convinced that they know their work environment perfectly well. They have already functioned in it as pupils/students or parents. This experience encourages many teachers to believe, especially at the beginning of their employment, that working at school, while generating many difficulties, is not excessively complicated. Moreover, they imagine that as teachers they can realize the model of a professional role they desired when they were pupils. A female teacher stated:

In the first year I had terrible troubles to grasp it all (...) maybe I'll start with the downsides (.) yeah:: I don't know why with downsides but ok yeah:: and there was a bit of a problem how to say it (3) with finding the borderline with

the students because I was four years older and this is a small [age] difference a really very small difference so (ee) they behaved sometimes as if well like I was their friend they tried I'm not saying, it was so difficult to show them, that somehow not being superior to them now and because it doesn't work then and this was difficult to yeah distance myself from them a bit (CT:F: 3)

However, as all the interviewed teachers emphasized, school experienced from the perspective of a teacher is not the same as school experienced by pupil or parent.

And you know, at the beginning it's a bit difficult (3) the person [is] young, they treat [a young person] a bit like a friend a bit like a Mrs., not everybody says good morning not everybody has yet tried out how far they can go, and that's why in time I had to become stricter and make him do what he is to do because otherwise there would be no respect, authority (CT:F:2)

Assuming a different frame of reference than that of a teacher generates a number of difficulties at the onset of a career. This is not, as functionalist analyses suggest, only a correlative of the lack of competencies associated with the poor quality of teacher education.

Reorganization of the reference framework is a complicated interactive process, in which an individual, attempting to be more adequate in the workplace, seeks new frames of references and examples that may provide interpretative frameworks and situational definitions proper for a specific profession. This can be illustrated by the novice's experiencing interactive failures stemming from erroneous interpretations. The feeling of inadequacy and ineffectiveness makes new teachers imitate the behavior of others, who become their models of professional conduct within the school world.

I most wanted to get a job in grammar school, I would go, inquire, leave my CV, enroll for interviews yeah and I made it, work started yeah:: and the first year was the toughest, 'cause you know one had to find oneself in all of this. Documentation, record books, lesson outlines, I really had terrible problems to grasp it all, but this was not the worst. When I went to first lessons I was awfully uptight (.) I was so scared to stand in front of a group of 16, 17 years old—tragedy. You are standing in the center of the classroom everybody is looking at you their eyes are on [you] you are saying something to them and I was so scared that they would nag me, spite me. And they not only ditched me. And not that it was somehow arrogant or jerkily. Only they simply did their things during my lessons. When I asked them to the blackboard they so delayed, so negligently, so out of necessity ee(5) it was awfully difficult, from these first lessons I almost don't remember anything and only when I went camping with my friend's class it was then, when I saw how she [talks] with them yeah::: how she talks, how she treats them normally, then something

snapped and:: I started like that yeah:: I tried like she [was] with them so normal well I don't know how else to explain it (CT:F:5).

Searching for an adequate model to serve as a source of reference and effective activity is far from being inappropriate. The problem is that novices often thoughtlessly copy action schemes that, if not creatively integrated into one's own system of values, knowledge, beliefs and experiences, narrow the horizon of professional conduct, limit the development of identity, and inhibit evolving one's autonomous work style and functioning as a teacher.

"Professional identity" may not only be shaped through striving toward some adopted model functioning as a reference point, but also be constructed through diverging from some set example. In other words, instead of asking oneself "Who am I in a given work context?" one may ask: "Who am I not? Who should I not be in a given profession?" (Marciniak, 2010, p. 190). The process of differentiating also begins with noticing the novelty of the situation and making definitional errors, or applying incomplete interpretations. However, in this process one realizes the existence of the basic category of an interactive partner, i.e., a group within which one will most often interact, or even a group without which working in a given profession would be impossible. For a teacher, as is evident from the comments made by the subjects, pupils become the primary differentiating group.

The young are now completely different they do everything so negligently, fool around, everything done totally easygoing and I know that nothing will come of it if they don't start working and I tell them it will be hard for you, but this doesn't get through (JT:M:1)

Differentiation is often made as a result of contrasting oneself from the differentiating group. This allows the individual to formulate new definitions of a situation and new interpretative frameworks for a given profession, as the statements of the subjects exemplify. For example, novice teachers faced great difficulties in giving their pupils low grades at the beginning of their careers because their own experiences—unpleasant emotions associated with receiving low grades—were still very fresh in their memory. Thus, pupils may perceive a new teacher as unfair or partial. As another example is a teacher who himself cheated when he was a pupil and back then did not treat such behavior as blameworthy. As a teacher, he not only disapproves of cribbing, but also perceives such pupil behavior as a sign of poor upbringing, being uninterested in the subject, ignoring the teacher, etc. What is interesting and worth stressing is that differentiation occurs in a specific interactional context. The same teacher, for example, as a post-graduate student (situated in the role of pupil) cheats during his examinations and does not experience the dissonance described from the perspective of a teacher.

Contrasting, as Marciniak (2010) writes, is not the only interaction technique in the process of differentiating. Sometimes "one needs to explore the differentiating

group, seek to get to know it better so as to know exactly what one wants to differentiate one's interpretative perspective from, and also what interaction strategies to devise to effectively fulfil professional tasks" (p. 192).

Once I had such a casual lesson with them, it somehow happened that we started to talk and that's when I saw that a lot of what they do is only for show, but inside they are thinking people and this changed my attitude toward them, I try now to concentrate on what they are telling me more than on what they will think of me, but this is difficult (CT:F:2)

The processes of referencing and differentiating are two basic mechanisms that allow for the integration of the professional and personal "I," and for devising strategies that condition the adequacy of professional activity. They do not, however, answer the questions concerning the spheres/places of the social world of teachers/schools in which novice teachers search for support/reference points that enable them to "tame" the new reality and act within it effectively. They also do not answer the questions as to which are preferred in the process of integration and what are the consequences of such preferences for the transformation of their temporary identities.

"ANCHORING" THE NOVICE IN THE SCHOOL SOCIAL WORLD

When coding the empirical material relating to the dynamics of the transition process, I noticed that, apart from the processes of referencing and differentiating evidently documented in the subjects' narrations, there are also many descriptions of actions undertaken by the narrators to make the alien world familiar. The comparative analysis of narrative fragments provided by novices entering an alien cultural setting suggested (not for the first time in the analysis of the empirical material) similarities to the situation of an immigrant who faces the alien culture of a host country, and the category of anchoring developed by Grzymała-Kazłowska (2013a). Although this proposal emerges mainly from studies and theoretical considerations in the field of migration research focused on migrants' adaptation and integration, it seems helpful for generalized sociological analyses. In addition, the proposed approach helps to "overcome the limitations of a subjectively defined identity and to study social and psychological resources that individuals may use to adapt themselves in mobile, diversified and transnational social reality" (Grzymała-Kazłowska, 2013a, p. 3).

The category of anchoring is known in many branches of the social sciences. It is mostly associated with neuro-linguistic programming (NLP); it is also employed in business psychology and in the therapy of individuals who have experienced severe crisis or traumatic events.

In migration research, anchoring is defined as striving for important points of reference and support that enable the individual to obtain a relative psychosocial stability in the surrounding, "fluid," complex and transnational reality. Anchors al-

low the individual to localize one's "place in the world," give shape to one's feelings of existence and provide one with a basis for psychological and social functioning.

In the integration process of a migrant, Grzymała-Kazłowska (2013b) enumerates many types of anchors. In terms of objective/external dimensions, one may differentiate the following types of anchoring:

- » Legal and institutional: identification documents, legal status, etc.
- » Economic: material resources, types of economic activities, etc.
- » Spatial and environmental: place of birth, place of residence, etc.
- » Material/object-related: photographs, memorabilia, objects related to the body and bodily practices, etc.

In the subjective/internal dimensions, anchoring may occur through the following support points:

- » Personal features of the individual and concept of oneself.
- » Ideals and values.
- » Memory.

As the author indicates, combined anchoring may also occur:

- » Social and professional roles (e.g., family roles, work-related roles, being an immigrant).
- » Position in the social structure (power-related).
- » Group membership (factual and subjective, and being different from others).
- » Cultural anchoring (present in language, cultural transmissions, symbols, norms and values professed by humans).

and

anchoring in social relationships:

- » Family obligations and expectations.
- » Work relations.
- » Class and ethnicity.

Anchors are characterized by their flexibility and the possibility that the anchored object may separate itself from the point of its reference, thus leading to the reverse phenomenon: unanchoring.

The comparative analysis of teachers' narrations proves that when experiencing alienation in the school social world, novice teachers—like migrants—search for reference/support points that will allow them to "localize" their place in this new world, thus transforming their temporary identities imposed on them by their professional group. In the studied group of teachers undergoing the process of transition/integration, I identified three types of anchoring.

The first type, documented in the experiences of the three narrators, is anchoring through imitation, i.e., a simple adaptation to the culture of the professional group. The newcomer's support point is then "the wisdom of teacher staffroom" (Kędzierska, 2012). The novice becomes placed in the teacher group by imitating the behaviors, situational definitions, principles and norms preferred by the members of the professional group that are identified in the course of many everyday interactions. The transformation of a temporary identity imposed by the organization on a novice and

seeking stability in the surrounding reality are not always conflict-free processes. The following story illustrates difficulties inherent in the process of anchoring in a professional group:

In this work the beginning was nerve-racking. First I thought to myself how to figure them [the pupils] out), which way to approach them, but I failed in many things and I immediately blamed myself, I analyzed again what to improve what to change... and these old teachers, such old hands who have been working for some years now said –stop it, you on your part have done everything that's needed and can't do more. You'll learn in time that's how it is and it's better not to touch it. At the beginning this was awfully irritating, but in time yeah::: I agreed with them (CT:F:4)

The second type of anchoring stemmed from the phenomenon that can be perceived as anchoring in family obligations and professional position. For novices who came from teachers' families, professional socialization and the process of entering into the teaching profession began largely mostly during primary socialization. Entering into the teacher's role was accompanied by opportunities to relate to the experiences of previous generations. Such a style of entering into the profession can be termed as internal adaptation, because some unconscious elements of the teacher's habitus were passed onto novices by their families.

@I became a teacher because my mother was a teacher@ I really can't say I had some passions because when I was completing grammar school I didn't have any plans I didn't know what to do with myself yeah and my mother told me to take exams for early education [...] studies didn't teach me much everything that I've got now, what I know and use I learned from my mother (CT:F:6)

For another subject from a teacher's family, entering into the profession generated other problems. As a member of the professional circle (being a teacher's child), she was more readily accepted in the reference group. However, for the same reason, its expectations were higher. Because she began her professional work in the same school where members of her family had worked, she faced comparisons between her competencies as a newcomer and her family models.

Although it may sound strange I became a teacher by accident. I have never wanted to be a teacher because both my grandmother and my mother were teachers and I already as a child had contact with it because I went to school with them all the time and I knew so to speak what it looks like from the inside. But then life went as it went and I became a teacher and in the same school as they. Here all the teachers knew me almost since when I was a child and at the beginning it was nice, but then whatever I did I had an impression

that they looked and wondered whether my mother would have done it like that—this was awful and much time passed before I proved, that I'm neither my grandma nor mother (CT:F:3)

The third type of anchoring identified in the experiences of two teachers is the anchoring through personality traits and self-image. In this type, the support point (the anchor) for a novice teacher is one's confidence in one's competencies and the desire to fulfill the image of oneself in the professional role. The following narration illustrates how difficult it is for the novice to construct an autonomous professional identity:

When I came to work here I started as in a previous school, projects, new methods, trips with kids, I didn't care how others saw it and then there was this issue with this girl, her mother came with a grudge against me, that I didn't teach her [daughter] anything and she didn't get to that middle school because of me, it was a shock and then apart from the headmaster (but probably also only because of the official duty) nobody stood in my defense. Nobody did anything and then I realized that it can't be like that, I started to conform and now ee(3) I, even now, though everyone is nice toward me I'm not sure if anyone would stand up for me, and I also think that it's a pity because I could do a lot more with kids (CT:F:1)

In this fragment, not only the process of anchoring is evident, but also the attempt to be unanchored. Loneliness and lack of support provided by the professional group at a moment of crisis resulted in the need to change the reference point and the desire to build stability based on identification with the group. Unfortunately, distrust toward a co-worker trying to drop a new anchor is generally high. Interaction problems are unavoidable, in extreme cases leading to the isolation of the newcomer. "In such a situation the individual does not have interaction feedback concerning one's behavior. One does not have baseline reality upon which to ground one's evaluations and conclusions concerning one's behaviors" (Konecki, 2007, p. 36).

SUMMARY

The presented exploration of the process of becoming a teacher in the period of the novice's transition/integration has generated more questions than answers and—understandably—does not allow for formulating conclusions, or even for the theoretical integration of the emerged categories. I believe, however, that the results of the analysis of empirical material, still at the stage of creating categories and preparing for further sample collection (Charmaz, 2009), justify a few observations.

The process of entering into the teaching profession is complex. This complexity results from the novice's interactions with individuals, groups and institutional culture. Irrespective of previous employment experiences, this process occurs through

two characteristic sub-processes—referencing and differentiating—that allow the individual to transform the temporary identity imposed by the group. In the transformation process, the so-called “intermediaries” play a significant role. These are older workers, school headmasters, colleagues and family members in the same profession, who constitute a bridge between the novice and the professional group. They not only provide the novice teacher with situational definitions accepted by the group, but also control interactions during the process of entering the profession. Studying interaction strategies employed by the intermediaries at schools and their significance for the transformation of the novice’s identity seem both interesting and important when considering the changes in the conceptions relating to the support offered to teachers at the beginning of their careers.

When constructing a feeling of stability in the surrounding social world of school, it is important for the novice to find/select reference points. Such points will allow one to place/anchor oneself in the new workplace. Three anchors identified in the studies probably constitute only a small group out of a wide selection of possible references that novice teachers adopt. However, even preliminary analyses demonstrate that the processes of anchoring and unanchoring are significant critical points in the novice’s career. They significantly affect the course of a further professional career. These processes deserve in-depth analysis.

I believe that situating the research project within the context of the theory of symbolic interactionism and the category of anchoring derived from migration theories allowed me to add a small element to the image of the process of becoming a teacher as presented by studies in teacher training. In any scientific undertaking,

each element added to the mosaic slightly clarifies our understanding of the image as a whole. When many fragments are arranged, we may more or less clearly notice objects and people in the picture, and their interrelations. Various fragments bring something different to our understanding: some are useful because of their color, others because they ever more clearly stress the outline. None of these fragments has any particular significance on its own. If an element is absent, there still exist the means to understand the whole. (Becker, 2012, pp. 51–52)

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ABSTRAKT: Badanie procesu przejścia/integracji nowego nauczyciela sporadycznie jest przedmiotem badań w pedeutologii. Dominujący, funkcjonalistyczny sposób myślenia o roli zawodowej koncentruje się głównie na problemach adaptacji nauczyciela do miejsca pracy i jest zazwyczaj sprowadzony do statycznej diagnozy (bardziej lub mniej udanego) dopasowania się „nowego” do istniejących, zewnętrznie przyjętych standardów. W analizach tych pomija się tak ważne z punktu widzenia procesów stawania się nauczycielem konteksty, które powstają na styku interakcji jednostka-jednostka, jednostka-grupa profesjonalna, jednostka-kultura instytucji. W artykule prezentuję wstępne rezultaty badań dotyczących procesu stawania się nauczycielem na starcie kariery zawodowej, tj. w okresie przejścia/włączania się nauczycieli (nowicjuszy) do grupy zawodowej umiejscowionych w koncepcjach „obcych” dla tradycyjnej pedeutologii - interakcjonizmu symbolicznego i teorii migracyjnych.

SŁOWA KLUCZOWE: proces stawania się nauczycielem, zakotwiczenie w zawodzie nauczyciela, nauczyciel na starcie kariery.



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1. The interviews were coded with the following symbols: JT (junior teacher), CT (contract teacher), AT (appointed teacher), ChT (chartered/certified teacher)—level of teacher professional position, F (female), M (male)—sex, number—number of interview transcription.